DOCUMENT RESUME

ED 225 291 EA 015 327

TITLE	The Michigan Model Pilot: Increasing the Number of Female Administrators in Michigan Public Schools.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	Feb 82
NOTE	135p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Administrators; Change Strategies; Elementary Secondary Education; *Equal Opportunities (Jobs); Leadership Training; Models; Pilot Projects; Professional Development; Promotion (Occupational); Public Relations; Public Schools; *School Districts; *Sex Fairness; *Women Faculty
IDENTIFIERS	*Michigan

ABSTRACT

The Michigan Model provides a 3-year plan for school districts to increase the number of women in administration. Nineteen objectives address six key role groups--three external to the school district (professional educational organizations, local community groups, and parent/community members) and three internal to the district (superintendent/central office staff, principals/directors, and teaching staff). This document, outlining the model, is organized according to the 19 objectives grouped under 8 components: leadership training, public relations, Title IX evaluation, policy, increased visibility, professional development, promotion/evaluation, and local planning. For each objective a table presents activities necessary to accomplish the objective, personnel and materials required, evaluation, and a timeline. In the appendices are a list of participants who developed the model, all timelines folded into a suggested 3-year implementation plan, and an abstract of the evaluation design and a copy of the evaluation instruments. (MLF)

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THE MICHIGAN MODEL PILOT:

Increasing the Number of Female Administrators in Michigan Public Schools

Michigan Department of Education

Office for Sex Equity in Education

February 1982

EA 015 327

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THE MICHIGAN MODEL PILOT:
INCREASING THE NUMBER OF FEMALE ADMINISTRATORS IN MICHIGAN PUBLIC SCHOOLS

ABSTRACT

This pilot model was developed by a group of women who currently hold administrative positions in Michigan public schools. It is not a model for women who are seeking administrative positions, but rather it is a model for school districts which are seeking to increase the number of women in their administrative ranks.

Research has indicated that attempts to change individuals without changing the social systems in that institution produce no lasting change. Numbers of women have made individual changes by better preparing themselves to enter the administrative ranks. According to Project AWARE of the American Association of School Administrators: "Women's qualifications for first-line administrative jobs are better than ever. Research shows increasing numbers of women with doctorates and Ph.D.'s in educational administration and supervision. In 1979, some 28 percent of women in education had advanced degrees, compared with 14 percent between 1953 and 1979." And yet, nationally only 15-20 percent of the policy or administrative jobs are held by females and just over 1 percent of superintendencies. In Michigan, in 1979-80

women held 13.4 percent of the 5,357 top professional administrative positions in 566 school districts. In the 1979-80 school year, there were four female superintendents of Michigan's 529 K-12 districts, one female superintendent of the 46 non-K-12 districts, and one female superintendent of the 57 ISD's.

The Michigan Model addresses systemic change within a school district and is a beginning attempt to alter the institutional environment so that women are perceived as legitimate in the role of administrator. Using this model, a school district can provide authorization and endorsement for females in that role. The model provides a three year plan for a school district to meet its goal of increasing the number of women in its administration.

The Michigan Model's 19 objectives address six key role groups, three external to the school district (professional educational organizations, local community groups, and parent/community members), and three internal to the district (superintendent/Central Office staff, principals/Directors, and teaching staff). The 19 objectives are grouped under eight components: Leadership Training, Public Relations, Title IX Evaluation, Policy, Increased Visibility, Professional Development, Promotion/Evaluation and Local Planning. Districts interested in using The Michigan Model Pilot to increase the number of women in administration would select all or some of the 19 Objectives to work on and complete over a three year period.

The 19 Objectives are attached.

POLICY

Objective I: The _____ Public Schools will adopt a policy on sex equity which includes a supportive statement on women in educational administration.

Objective II: The _____ Public Schools will publicly support the efforts of community, civic and professional organizations to adopt nondiscriminatory membership policies.

PUBLIC RELATIONS

Objective III: The _____ Public Schools will develop and implement an ongoing means of communicating with the press and local media on matters related to increasing the number of women in administrative positions in the school district.

Objective IV: The _____ Public Schools will develop and adopt a plan whereby principals and directors regularly inform the community about sex equity issues as they relate to district and building activities.

LOCAL PLANNING

Objective V: The _____ Public Schools will adopt, in whole or in part, the Michigan Model which is designed to increase the number of women in educational administrative positions in a local school district.

Objective VI: The _____ Public Schools will establish numerical goals to equalize the number of men and women in all administrative categories.

Objective VII: The _____ Public Schools will actively seek to hire a qualified female candidate for the superintendency position whenever a vacancy in that position occurs.

TITLE IX EVALUATION

Objective VIII: The _____ Public Schools will work cooperatively with Michigan PEER, as well as parent and community representatives, to conduct a Title IX Self Evaluation of the school district, to assure that its commitment to sex equity is reflected throughout all policies and programs.

INCREASED VISIBILITY

Objective IX: The _____ Public Schools will develop a network of professional women in business, education and industry which will assist the school

district in identifying and supporting female candidates for administrative positions.

Objective X: The _____ Public Schools will work cooperatively with the Michigan Council for Women in Educational Administration (MCWEA) to support their efforts to increase the visibility of women administrators in Michigan public schools.

Objective XI: The _____ Public Schools will assure that women who currently hold administrative positions in the district are visible to school staff and to the community at large.

LEADERSHIP TRAINING

Objective XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

Objective XIII: The _____ Public Schools will work with the Michigan Association of Athletic Directors and the Michigan High School Athletic Association to develop opportunities for women to seek and fill positions as athletic directors at the local level.

Objective XIV: The _____ Public Schools will work cooperatively with the local EA-FT (union) to initiate and support the efforts of the union to provide leadership opportunities and internships for women in their organization.

PROFESSIONAL DEVELOPMENT

Objective XV: The _____ Public Schools will increase the awareness of building principals and central office administrators concerning the issue of women in educational administration.

Objective XVI: The _____ Public Schools will identify and support the participation of female staff in professional development activities which will prepare them to assume administrative positions in the school district.

Objective XVII: The _____ Public Schools will seek the financial support and organizational approval of the EA-FT (union) to extend professional development opportunities to women who aspire to positions in educational administration.

PROMOTION/EVALUATION

Objective XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

Objective XIX: The _____ Public Schools will identify and adopt nondiscriminatory guidelines for the assignment of extra duties to all staff.

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INTRODUCTION

Overview

The Michigan Model which is presented in this document was developed by a group of women who currently hold administrative positions in Michigan public schools. Representing a broad cross-section of elementary and secondary principals, financial and personnel officers, department heads and central administrators, this group attended a two-day conference in November 1981 on "Women in Educational Administration: The Challenge of Legitimacy." The conference, sponsored by the Office for Sex Equity, Michigan Department of Education, drew together these twenty-eight administrators for the purpose of outlining a model for local education agencies which would increase the number of women who hold administrative positions in that school district (Appendix A).

The major question the Michigan Model is designed to address is how can an institution, in this case a local school district, legitimatize the role of women as educational administrators? The Michigan Model is based on Katz's research which proposes that attempts to change individuals in an institution without changing the social systems in that institution produce no lasting effects on behavior.[1] Thus, the Michigan Model assumes that only when the educational environment provides both the authority and the endorsement for women as educational administrators will the issue be effectively addressed. That is, school districts which are sincerely seeking to hire female administrators must be focusing on institutional changes. These changes, when brought about, will involve individuals and groups who can give women the right to assume leadership

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[1] Daniel Katz and Robert Kahn. The Social Psychology of Organizations, 2nd edition, New York: John Wiley and Sons, 1978.

positions (authorization), as well as those who will support women (endorsement) in positions of leadership and administration. The Michigan Model, then, is an outline of a plan that focuses on the key concepts of authorizing and endorsing women in educational administrative roles.

This is not a model which necessarily includes mentoring women in a school district. Nor is it a model which must build communication networks among female educators or define career ladders for women who aspire to positions in educational administration. Rather, the Michigan Model is a skeletal plan which, through a sequence of objectives, builds an environment in the local district which is receptive to women seeking administrative jobs. The Model also attempts to build a base of support among school staff and the community so that women are perceived as competent leaders in the school district. Finally, the Model encourages a local school district to draw on its own talents and resources to build a pool of qualified potential female administrators.

Conference participants used a management by objective (MBO) approach in developing the Michigan Model. A four step process of identifying and sorting ideas was applied. First, those educators and role groups which function to either authorize and/or endorse women in educational administration were identified. Figure I offers an overview of these role groups and illustrates the flow of communication and activity among these groups in a school district.

THE MICHIGAN MODEL PILOT

KEY EDUCATORS AND ROLE GROUPS:
THE FLOW OF ACTIVITY AND COMMUNICATION

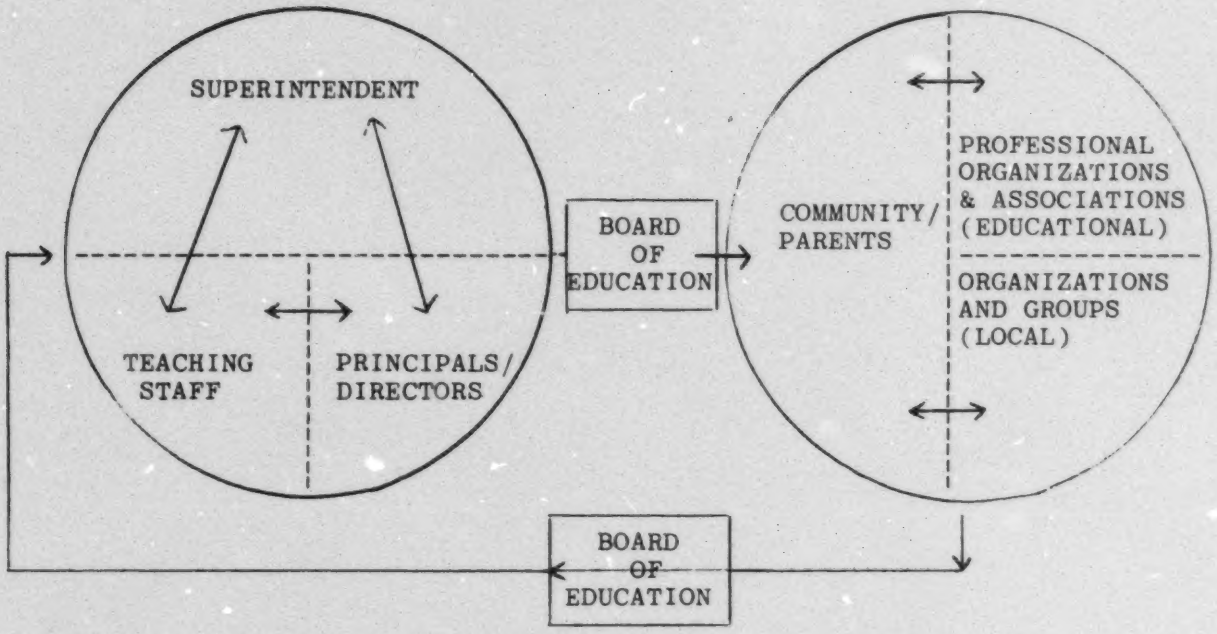


FIGURE I

As Figure I suggests, six key role groups were established. Three groups, professional organizations, local organizations and parents as community members, were defined as agents external to the school. Three internal role groups were identified within the educational institution. As the arrows illustrate, there is a cybernetic flow of activity and communication within each component and between each component. That is, policies and procedures coming out of the school district affect the community. The community responds to these decisions. External responses, in turn, are communicated (or sensed) by the school district whose future decisions generally reflect input from external actors. The Board of Education, as an elected policy making unit, is one primary channel through which information goes out and input can enter the school district. Reaching the goal of increasing the number of women in the administrative ranks will be greatly affected, then, by the activities, attitudes and practices of internal and external role groups.

How, when and at what point these key groups should act singly or collectively to meet this goal of a school district was the second process of planning which the conference participants undertook. By concensus at the conference, nineteen objectives were developed which map out an institutional plan to meet this goal. Developing each objective through a sequence of activities, along with defining evaluative measures and staff responsible for each activity, was the major thrust of the third stage of planning.

To conclude the third stage of planning, the objectives were categorized into eight parts of which the Michigan Model is composed. The eight parts of the model and the number of objectives in each component are illustrated in Figure II below.

EIGHT COMPONENTS OF
THE MICHIGAN MODEL PILOT

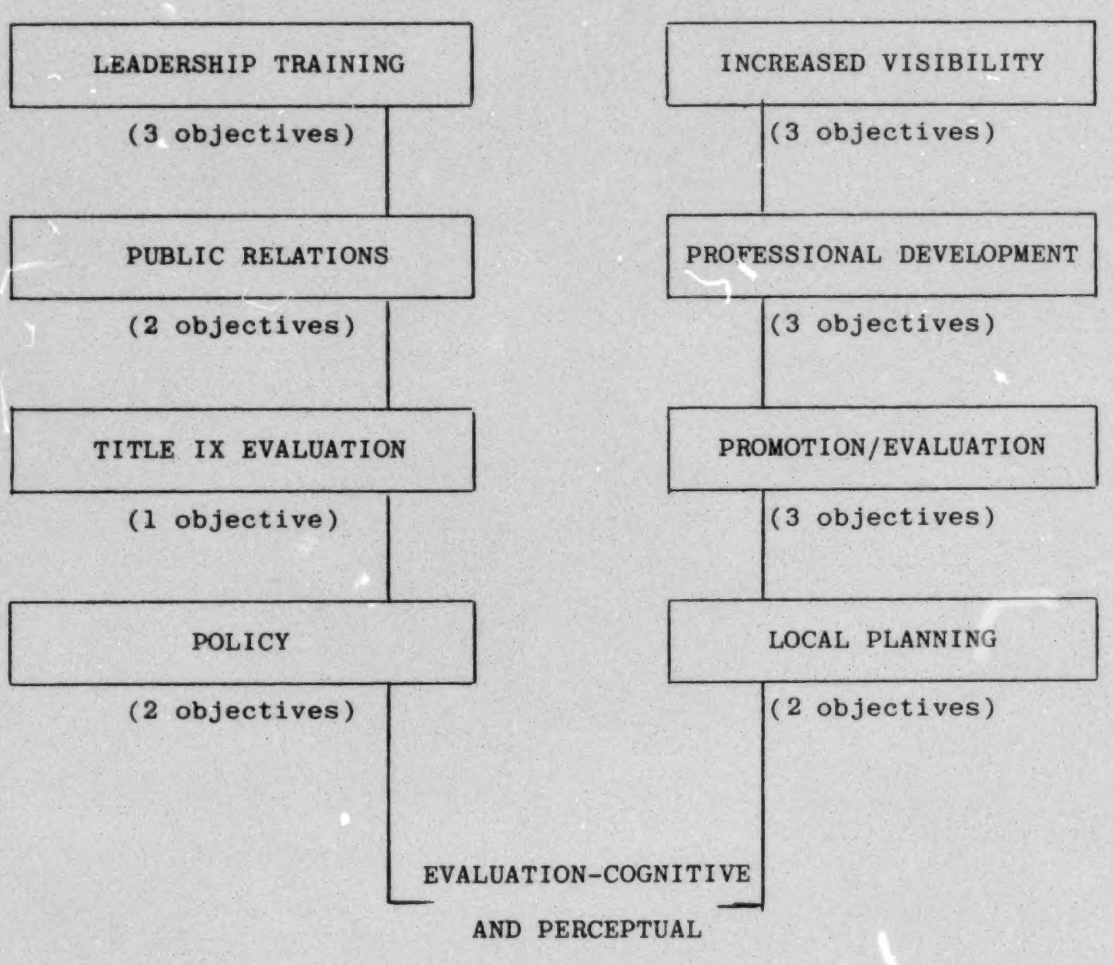


FIGURE II

Though Figure II visually delineates the eight components of the Michigan Model, it is important to point out that clearly there is an overlap among these components. For example, objectives which have been developed to provide leadership training opportunities for potential female administrators spill over into those objectives which address a professional development component. Similarly, district plans to build a solid public relations program around this issue will undoubtedly be affected, for example, by the type of plans which are formally adopted in the local planning component of the Model. One of the perceived strengths of this Model, in fact, is the degree to which these components overlap to continue building both authority and support in the institution for women in administrative positions.

As Figure II suggests, the evaluation of the Michigan Model involves both cognitive and perceptual components. The Model is evaluated by comparing administrative data annually. Also a pre/post test to measure staffs' perceptions of changes in the educational environment will be administered. Appendix B contains an abstract of the evaluation design and a copy of the evaluation instruments.

As a final step the model developers identified those key role groups whose authorization and endorsement for this Model should be sought. Presented in Figure III below are those key role groups.

AUTHORIZATION FOR THE MICHIGAN MODEL PILOT

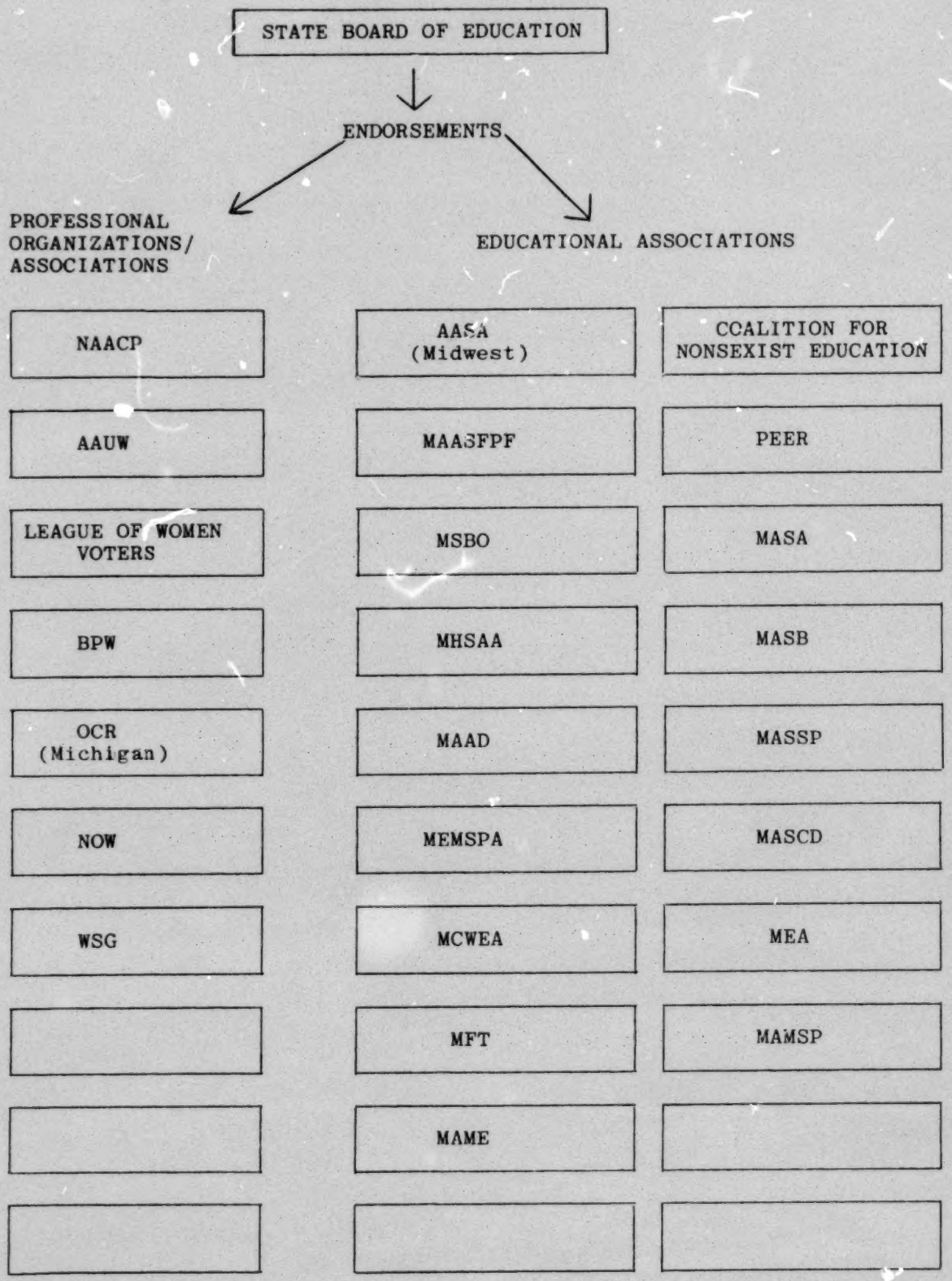


FIGURE III

As Figure III illustrates, authorization will be sought from the State Board of Education. From several educational associations, including the Michigan Association of School Administrators and the Michigan Association of School Boards, endorsements will be requested.

The Michigan Model described in this document recognizes that increasing the number of women in educational administrative positions at the local level is not an isolated effort on the part of school district officials. Rather, seeking to meet this goal involves coordinated activities which a school district must orchestrate among a number of key actors. The Michigan Model is not "cut in stone." As a pilot model it does not provide a "fail-safe" program for local school districts which are addressing the issue of women in educational leadership roles. It allows an educational institution, over a three year period, to implement systemic changes and frequently evaluate its plan. A suggested three year plan for implementing the Michigan Model has been prepared. (Appendix C)

The Michigan Model reflects the thinking of women who currently act as leaders and decision-makers in some of Michigan's public school districts. As such the Michigan Model underscores their perceptions and experiences as a minority group seeking to increase its membership among the administrative ranks in education. The planning activities of these conference participants are a tribute not only to their commitment to the issue of women in educational administration, but to their skills in innovative program planning as well.

The Model as a Pilot

As a pilot, the Michigan Model has been developed to test the effectiveness of involving six key role groups in implementing a plan to increase the number of women in educational administration in a local school district. This plan was designed to produce institutional changes which contribute to authorizing, as well as endorsing, women as administrators of educational programs.

Undoubtedly, in those school districts which serve as pilot sites, the end results will not be identical. Variables such as the size of the district, the political tenor of the community, geographical location and/or the district's past involvement in sex equity issues will influence the degree of success the district experiences as a result of piloting the Michigan Model. Yet it is precisely those influences which are critical to developing a more sophisticated Michigan Model. Honing in on objectives which clearly create a more supportive environment for females who aspire to the administrative ranks, identifying those objectives which produced tangible results, omitting objectives which prove to be ineffective, and recognizing innovative approaches which grow out of the Michigan Model is the goal of this pilot plan. It is, quite simply, a well detailed beginning in this state to the problem of how to increase the number of women who hold leadership and administrative positions in public education.

Design of the Document

This document is organized into eight sections; each section is one component of the Michigan Model. The objectives for that section are printed on the title page. Within each section are the objectives in their fully developed form, sequenced in a series of activities which will meet that objective. A projected timeline for completing each objective is printed on the last page of that objective. All timelines have been folded into a suggested three year plan of implementation which appears as Appendix C.

Section A

POLICY

OBJECTIVE I: The _____ Public Schools will adopt a policy on sex equity which includes a supportive statement on women in educational administration

OBJECTIVE II: The _____ Public Schools will publicly support the efforts of community, civic and professional organizations to adopt nondiscriminatory membership policies.

Objective I: The _____ Public Schools will adopt a policy on sex equity which includes a supportive statement on women in educational administration.

Activity	Person	Materials	Evaluation
1. A draft of the policy statement will be prepared.	Superintendent	Copies of similar policies adopted in other local school districts; existing Title IX policy statement.	
2. A copy of the draft policy will be circulated to appropriate central administrative staff and building principals for their review and input.	Office of the Superintendent.	Copies of draft policy; school addresses of administrators at central and building level.	
3. Final copy of the policy will be prepared.	Superintendent	Written/verbal comments from administrative staff.	
4. The policy will be presented to the Board of Education for formal adoption.		Copy of final policy statement.	
5. A press release on the adoption of the policy will be prepared and sent to local media.	Asst. Superintendent	Names/addresses of local media contacts.	Board minutes will record the adoption of the sex equity policy. Employee/staff handbooks will reprint the policy.
	PROJECTED TIME:	3 months	

Objective II: The _____ Public Schools will publicly support the efforts of community, civic and professional organizations to adopt nondiscriminatory membership policies.

Activity	Person	Materials	Evaluation
1. All school district administrators will review the membership policies of community, civic and professional organizations to which they belong.	Superintendent, in cooperation with district administrators.	-	-
2. Of these community, civic and professional organizations, those which have discriminatory membership policies will be identified.		-	
3. Of these community, civic and professional associations, those which welcome memberships from both men and women will be identified.	Superintendent.	-	
4. School district administrators will be encouraged not to renew their memberships in discriminatory organizations.	Superintendent.	-	

Objective II: The _____ Public Schools will publicly support the efforts of community, civic and professional organizations to adopt nondiscriminatory membership policies.

Activity	Person	Materials	Evaluation
5. Informal guidelines regarding the professional, civic and community responsibilities of district administrators will be discussed.	Superintendent.	-	Administrative leave or professional development leave will not be approved for any staff member who wishes to participate in the activities of a civic, professional or community organization which has discriminatory membership policies
	PROJECTED TIME:	1 month	

Section B

PUBLIC RELATIONS

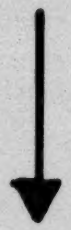
OBJECTIVE III: The _____ Public Schools will develop and implement an ongoing means of communicating with the press and local media on matters related to increasing the number of women in administrative positions in the school district.

OBJECTIVE IV: The _____ Public Schools will develop and adopt a plan whereby principals and directors regularly inform the community about sex equity issues as they relate to district and building activities.

Objective III: The _____ Public Schools will develop and implement an ongoing means of communicating with the press and local media on matters related to increasing the number of women in administrative positions in the school district.

Activity	Person	Materials	Evaluation
1. Local media contacts will be identified.	Asst. Superintendent.	Names/addresses of local papers, radio and television stations, other media sources.	
2. An overview of the districts' past and planned efforts to increase the number of women in educational administration will be prepared and sent to the local media.	Superintendent, in cooperation with selected staff.	Copy of those parts of Michigan Model which have been adopted by the district; sex equity policy statement; local data and statistics on administrative positions.	
3. Local media contacts will be invited to meet with school district officials to discuss the intent of this Objective III.	Superintendent.	Letters of invitation.	
4. Planned (district) efforts which may be especially newsworthy will be singled out at the meeting and identified to school officials.	Local media contacts.	-	
5. A district staff member will be selected to act as a liaison with the media for each of the newsworthy efforts which have been identified.	Superintendent or designated representative.	List of newsworthy efforts which will be periodically updated to local media contacts.	

Objective III: The _____ Public Schools will develop and implement an ongoing means of communicating with the press and local media on matters related to increasing the number of women in administrative positions in the school district.

Activity	Person	Materials	Evaluation
6. These selected district staff will meet periodically with the Superintendent to discuss/plan other communications and contacts which will be made with the media.		Copies of any reports, documents, materials, etc. and written information which has been generated since last meeting.	All school district communications (written) will be cleared by the Office of the Superintendent which will maintain a file of all press releases and material which are printed/ published outside the district.
	PROJECTED TIME:	2 months, then ongoing	

Objective IV: The _____ Public Schools will develop and adopt a plan whereby principals and directors regularly inform the community about sex equity issues as they relate to district and building activities.

Activity	Person	Materials	Evaluation
1. Principals and directors will meet to hear an overview of the district's past and planned efforts to increase the number of women in educational administration.	Superintendent.	Copy of those parts of the Michigan Model which have been adopted by the district; sex equity policy statement; local data and statistics on administrative positions.	
2. A summary of the status of Title IX compliance in the district will be prepared and sent to principals and directors.	Title IX Coordinator.	Title IX Self Evaluation; other related Title IX information.	
3. Past activities in the district which have focused on the issue of sex equity will be identified, summarized and sent to principals and directors.	Title IX Coordinator, in cooperation with district administrators and teachers.	List of professional development activities or inservices held in the district; information (verbal) gathered from staff.	
4. Specific topics, forums of communication with parents/community and projected dates (months) will be proposed and submitted to the Superintendent.	Principals and Directors.	Information gathered from activities #1-3.	
5. A draft of the plan to maintain ongoing communication with parents and the community will be prepared and sent to principals and directors	Superintendent or designated representative.	Proposed suggestions, dates from principals and directors.	

Objective IV: The _____ Public Schools will develop and adopt a plan whereby principals and directors regularly inform the community about sex equity issues as they relate to district and building activities.

Activity	Person	Materials	Evaluation
5. (Continued) for their input.			
6. Responsibilities for implementing the plan will be assigned to specific principals and directors.		List of district's principals and directors.	
7. A final copy of the plan will be prepared and sent to the principals and directors for their information.		Draft of plan; written and verbal comments from principals and directors.	
8. Principals and directors will be periodically updated on sex equity issues as they affect the school district.	Superintendent, Title IX Coordinator, and other appropriate central administrative staff.	-	Principals and directors will send a copy of material which is printed in building newsletters to the Office of the Superintendent. A copy of the final plan will be kept on file in the Office of the Superintendent. Agendas of central administration cabinet meetings will note sex equity updates and related information which are provided to staff.
	PROJECTED TIME:	4 months, then ongoing	

Section C

LOCAL PLANNING

OBJECTIVE V: The _____ Public Schools will adopt, in whole or in part, the Michigan Model which is designed to increase the number of women in educational administrative positions in a local school district.

OBJECTIVE VI: The _____ Public Schools will establish numerical goals to equalize the number of men and women in all administrative categories.

OBJECTIVE VII: The _____ Public Schools will actively seek to hire a qualified female candidate for the superintendency position whenever a vacancy in that position occurs.

Objective V: The _____ Public Schools will adopt, in whole or in part, the Michigan Model which is designed to increase the number of women in educational administrative positions in a local school district.

Activity	Person	Materials	Evaluation
1. A copy of the Michigan Model will be sent to the Superintendent of the school district.	Office for Sex Equity, Michigan Dept. of Education.	Copy of the Michigan Model.	
2 Office for Sex Equity staff will meet with the Superintendent and other selected administrators in the district to present additional information about the Michigan Model.	O/SEE, in cooperation with the Superintendent.		
3. The adoption of the Michigan Model will be discussed among the staff in the district.	Superintendent, in cooperation with selected district staff.		
4. Those parts of the Michigan Model which will be adopted will be tenatively identified.	Superintendent.	Copies of objectives from the Michigan Model which are tentatively adopted.	
5. Commitments and responsibilities to be divided between the O/SEE and the school district will be outlined prior to the adoption of the Michigan Model.	O/SEE, in cooperation with the Superintendent.	Letters of understanding; graphs and diagrams of the model; outlines of responsibilities between O/SEE and school district.	
6. Those parts of the Michigan Model which are proposed for final adoption will be identified.	Superintendent.	Copies of the objectives from Michigan Model which are proposed for adoption.	

Objective V: The _____ Public Schools will adopt, in whole or in part, the Michigan Model which is designed to increase the number of women in educational administrative positions in a local school district.

Activity	Person	Materials	Evaluation
7. A proposal to adopt the Michigan Model will be taken to the Board of Education for action. 8. A letter to request the technical assistance of O/SEE to implement the Michigan Model will be sent to the O/SEE.	Superintendent.	Copies of objectives from Michigan Model which are proposed for adoption.	
9. Press releases on the Board action to adopt the Michigan Model will be prepared and sent to the local media.	Asst. Superintendent.	Board minutes; copies of relevant documents from the Michigan Model.	The Office of the Superintendent will maintain a file of correspondence and documentation that outlines the involvement of the school district in adopting the Michigan Model.
	PROJECTED TIME:	6-8 months	

Objective VI: The _____ Public Schools will establish numerical goals to equalize the number of women and men in all administrative categories.

Activity	Person	Materials	Evaluation
1. Data by sex and date of appointment for all administrative positions in the district will be collected.	Central administrator assigned by the Superintendent.	List of all district administrators and date of their appointment.	
2. A committee composed of representatives from the teaching and administrative staff at elementary and secondary levels, from central administration, from the Board of Education and from the community will be appointed to analyze the data and make recommendations on numerical goals for the district.	Superintendent.	Summary of data analysis; tables; other relevant statistics.	
3. The recommendations on numerical goals will be sent to the Superintendent.	Chairperson of Superintendent's Committee.	-	
4. The recommendations on numerical goals will be presented to the central administrative cabinet for their review and discussion.	Superintendent.	Copy of the Committee's recommendations.	
5. A proposal to adopt numerical goals in the district will be presented to the Board of Education.		Copy of the Committee's recommendations; writen and verbal input from the administrative cabinet.	

Objective VI: The _____ Public Schools will establish numerical goals to equalize the number of women and men in all administrative categories.

Activity	Person	Materials	Evaluation
6. Final Board action on the proposal will be reported through the local media and to district staff.	Superintendent's Committee in cooperation with the Superintendent.	Board minutes; list of media contacts (see Objective III).	
7. District goals regarding administrative appointments for females will be reviewed annually.	Personnel Officer.	Copy of final proposal adopted by the Board.	A copy of the proposal will be sent to all Committee members and kept on file in the Superintendent's Office; Board minutes will reflect formal action on the proposal; numerical goals will be reviewed annually by the Personnel Department and reported to the Board of Education.
	PROJECTED TIME:	3-4 months, then ongoing	

Objective VII: The Public Schools will actively seek to hire a qualified female candidate for the superintendency position whenever a vacancy in that position occurs.

Activity	Person	Materials	Evaluation
1. A statement or guidelines for hiring affirmatively will be drafted.	Personnel Officer.	Models of affirmative action programs.	
2. The statement/guidelines will be presented to the Superintendent for review and approval.		Copy of affirmative statement/guidelines.	
3. Professional organizations, networks and other national projects which have developed pools of qualified females in educational administration will be identified.	Personnel Department staff.	Information from MCWEA, AASA, MASA, MASB, etc.	
4. When a vacancy in the superintendency position occurs, those organizations identified in Activity #3 will be contacted.		List of contacts and addresses of organizations; description of position.	
5. When a vacancy in the superintendency position occurs, the position will be published with an affirmative statement included with the advertisement.	Personnel Officer.	Description of position; copy of statement/guidelines on affirmative hiring.	
6. When a vacancy in the superintendency position occurs, the statement/guidelines on affirmative hiring will be sent to	Personnel Officer.	Copy of statement/guidelines on affirmative hiring; names of Search Committee members.	

Objective VII: The Public Schools will actively seek to hire a qualified female candidate for the superintendency position whenever a vacancy in that position occurs.

Activity	Person	Materials	Evaluation
6. (Continued) the Search Committee.			
7. A method will be established to assure that the affirmative hiring guidelines are practiced throughout the screening and interview processes.	Search Committee.	Copy of statement/ guidelines on affirmative hiring; written criteria or checklist for the screening and interview processes.	
8. An informal report on the district's activities to actively seek a female candidate for the superintendency will be prepared for the Board of Education.	Superintendent, in cooperation with the Personnel Office.	-	A file of all organizations and networks interested in increasing the number of women in educational administration will be maintained by the Personnel Office. Records of the Search Committee's activities will be kept on file in a central administrative office.
	PROJECTED TIME:	2 months, then ongoing	

Section D

TITLE IX EVALUATION

OBJECTIVE VIII: The _____ Public Schools will work cooperatively with Michigan PEER, as well as parent and community representatives, to conduct a Title IX Self Evaluation of the school district, to assure that its commitment to sex equity is reflected throughout all policies and programs.

Objective VIII: The _____ Public Schools will work cooperatively with Michigan PEER, as well as parent and community representatives, to conduct a Title IX Self Evaluation of the school district, to assure that its commitment to sex equity is reflected throughout all policies and programs.

Activity	Person	Materials	Evaluation
1. The Director of Michigan PEER will be contacted for information regarding state and local PEER resources to conduct a Title IX evaluation.	Superintendent, or designated representative.	PEER brochures; Cracking the Glass Slipper.	
2. The district's intent to conduct a Title IX self evaluation will be communicated to staff, to the community, and to parents.		-	
3. Community and parent groups will be identified.	Director of Michigan PEER.	List of state/local organizations currently involved in PEER activities around the state.	
4. Representatives from the groups identified in activity #3 will be invited to participate in the Title IX self evaluation.	Superintendent, in cooperation with parent/community group officers.	List of local memberships.	
5. A Title IX Self Evaluation Committee will be appointed.	Superintendent.	Names of invited participants.	
6. The purpose, scope of activities and deadlines of the Title IX evaluation will be established.	Title IX Self Evaluation Committee.	School calendar; Cracking the Glass Slipper.	

Objective VIII: The _____ Public Schools will work cooperatively with Michigan PEER, as well as parent and community representatives, to conduct a Title IX Self Evaluation of the school district, to assure that its commitment to sex equity is reflected throughout all policies and programs.

Activity	Person	Materials	Evaluation
7. The purpose, scope of activities, and deadlines of the Title IX evaluation will be communicated to all school staff.	Central administrative staff, in cooperation with building principals.	Outline of the proposed schedule of the Title IX Self Evaluation Committee.	
8. The Title IX evaluation will be conducted.	Title IX Self Evaluation Committee, in cooperation with central administrative staff.	Data; statistics; verbal and written comments; observational information.	
9. Findings from the Title IX evaluation will be prepented to central administrative staff, including the Superintendent.	Chair of Title IX Self Evaluation Committee.	Data; worksheets; written comments; observations; reports.	
10. Findings from the Title IX evaluation will be shared with community and parent groups, the Board of Education, and the local EA-FT (union).	Superintendent, in cooperation with Director of Michigan PEER and Chair of Title IX Self Evaluation Committee.	Summary of findings from the Title IX Self Evaluation Committee.	
11. Findings from the Title IX evaluation which relate to staffing patterns in administration will be cross checked with objectives in the district's plan to increase the number of women in educational administration.	Title IX Self Evaluation Committee	; copy of those objectives from the Michigan Model which the district has adopted.	

Objective VIII: The _____ Public Schools will work cooperatively with Michigan PEER, as well as parent and community representatives, to conduct a Title IX Self Evaluation of the school district, to assure that its commitment to sex equity is reflected throughout all policies and programs.

Activity	Person	Materials	Evaluation
12. Recommendations for the development of objectives and activities which can be folded into the district's plan will be made.	, in cooperation with Director of Michigan PEER.		
13. Periodic reports on the status of Title IX recommendations and related activities will be given to the Board of Education.	Title IX Coordinator.	-	A summary of the findings and recommendations of the Title IX Self Evaluation Committee will be kept on file by the Title IX Coordinator. The file will be updated periodically to include most recent Title IX activities and Board reports.
	PROJECTED TIME:	4-5 months, then ongoing	

Section E

INCREASED VISIBILITY

OBJECTIVE IX: The _____ Public Schools will develop a network of professional women in business, education and industry which will assist the school district in identifying and supporting female candidates for administrative positions.

OBJECTIVE X: The _____ Public Schools will work cooperatively with the Michigan Council for Women in Educational Administration (MCWEA) to support their efforts to increase the visibility of women administrators in Michigan public schools.

OBJECTIVE XI: The _____ Public Schools will assure that women who currently hold administrative positions in the district are visible to school staff and to the community at large.

INCREASED VISIBILITY

Objective IX: The _____ Public Schools will develop a network of professional women in business, education and industry which will assist the school district in identifying and supporting female candidates for administrative positions.

Activity	Person	Materials	Evaluation
1. Local business and professional organizations will be identified.	Designated representative of the Superintendent.	Directory of community groups and organizations.	
2. The intent of Objective IX will be communicated to those groups identified in activity #1.		Copy of Objective IX; list of officers and addresses of business and professional organizations.	
3. Females currently holding administrative positions in the district will be identified.	Personnel Dept. staff.	Staff directory of the school district.	
4. A presentation on the district's involvement in the issue of women in educational administration will be prepared for these organizations and offered as a topic for discussion at one of their regularly scheduled meetings.	Designated representative of the Superintendent.	Findings from Objective XII; copy of Michigan Model which district has adopted.	
5. Presentations will be given to local businesses and professional organizations on request.	Superintendent, in cooperation with selected female administrators.	Outline of presentation; prepared handouts and AV materials.	
6. A representative of the school district will be named to serve as the liaison to a core group of local leaders in business, education and industry.	Superintendent.	Staff directory of the school district.	

Objective IX: The _____ Public Schools will develop a network of professional women in business, education and industry which will assist the school district in identifying and supporting female candidates for administrative positions.

Activity	Person	Materials	Evaluation
7. A core group of local leaders in business, education and industry will be named as liaisons for future district communication on the issue of women in educational administration.	Superintendent, in cooperation with school district representative.	List of officers of local business and professional organizations.	
8. Local liaisons will receive notice of any administrative vacancies in the school district.	School district representative		
9. Newly appointed female administrators will be introduced to the core group.			The school district representative will maintain a file of all written correspondence and contacts with local business and professional organizations. He/she will report annually to the Superintendent to summarize the district's activities in this area.

PROJECTED TIME: 3 months, then ongoing

INCREASED VISIBILITY

Objective X: The _____ Public Schools will work cooperatively with the Michigan Council for Women in Educational Administration (MCWEA) to support their efforts to increase the visibility of women administrators in Michigan Public Schools.

Activity	Person	Materials	Evaluation
1. The President of the Michigan Council for Women in Educational Administration (MCWEA) will be contacted for information regarding the purpose and functions of the organization.	Assistant Superintendent.	MCWEA brochures, by-laws, constitution.	
2. An overview of the district's plan to increase the number of women in administrative positions will be presented to MCWEA officers.		Copy of Michigan Model which the district has adopted; other data and information related to numerical goals, affirmative hiring statements/ guidelines, etc.	
3. MCWEA will be invited to present a program to interested staff in the school district.	Superintendent.	School calendar; list of MCWEA members in the school district.	
4. The program will be conducted and evaluated.	Selected MCWEA member(s).	Design, goal, objectives, hardouts and evaluation forms for program.	
5. MCWEA will be notified of any administrative openings in the school district and encouraged to submit the names of qualified candidates for these positions.	Personnel Officer.	Description of job openings; name and address of MCWEA contact (officer).	

Objective X: The _____ Public Schools will work cooperatively with the Michigan Council for Women in Educational Administration (MCWEA) to support their efforts to increase the visibility of women administrators in Michigan Public Schools.

Activity	Person	Materials	Evaluation
6. Recommendations for other cooperative efforts between MCWEA and the school district will be submitted to the Superintendent for review and approval.	Designated representatives of the Superintendent, in cooperation with selected MCWEA members.	Copy of Michigan Model which the district has adopted.	
7. The Board of Education will receive annually an informal report on the cooperative activities of MCWEA and the school district.	Superintendent, in cooperation with an MCWEA officer.		A summary of yearly activities involving MCWEA and the school district will be prepared by the Superintendent and reported to the Board of Education. A copy of this summary will be sent to the MCWEA central office for their files.
	PROJECTED TIME:	6 months, then ongoing	

INCREASED VISIBILITY

Objective XI: The _____ Public Schools will assure that women who currently hold administrative positions in the district are visible to school staff and to the community at large.

Activity	Person	Materials	Evaluation
1. Women who currently hold administrative positions in the district will be identified.	Personnel Office.	Staff directory.	
2. Various mediums of written communication used throughout the district will be identified, such as school newsletters, bulletins, staff newsletters, Superintendent's letters, etc.	Asst. Superintendent, in cooperation with building principals.	-	
3. Common forums in which school administrators are asked to speak will be identified, such as PTO coffees, community meetings, panel discussions, etc.		School calendars.	
4. Ways to highlight female administrators using those communication mediums identified in activities #2 and #3 will be proposed and selected.		List of communication forums used frequently throughout the school district.	
5. A method whereby the professional accomplishments of female administrators are brought to the attention of the central administration will be established.	Superintendent, or designated representative.	-	

Objective XI: The _____ Public Schools will assure that women who currently hold administrative positions in the district are visible to school staff and to the community at large.

Activity	Person	Materials	Evaluation
6. Press releases on the professional accomplishments of female administrators will be prepared and sent out.		Information submitted as a result of activity #5.	
7. An article on women administrators in the district will be prepared and suggested to the local newspaper as a feature article.		Nonconfidential information from the Personnel Office; data and information on professional accomplishments.	
8. A core group of female administrators will be designated as speakers to parent and community groups.		List of speaking topics; list of parent and community groups.	
9. Female administrators will address parent and community groups on request.	Core group of designated speakers.	-	
10. An annual summary of the district's efforts to increase the visibility of female administrators will be presented to the Board of Education.	Superintendent, in cooperation with female administrators in the district.	Copy of Objective XI; material from the Superintendent's Office file.	The Superintendent's Office will establish and maintain a file of all publicity on female administrators in the district which has been generated from within and outside the school district. Selected publicity will be brought to the attention of the Board of Education for their information.
	PROJECTED TIME:	2 months, then ongoing	

Section F

LEADERSHIP TRAINING

OBJECTIVE XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

OBJECTIVE XIII: The _____ Public Schools will work with the Michigan Association of Athletic Directors and the Michigan High School Athletic Association to develop opportunities for women to seek and fill positions as athletic directors at the local level.

OBJECTIVE XIV: The _____ Public Schools will work cooperatively with the local EA-FT (union) to initiate and support the efforts of the union to provide leadership opportunities and internships for women in their organization.

Objective XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

Activity	Person	Materials	Evaluation
1. A study committee composed of parents, representatives from the community and teaching and administrative staff in the district will be appointed.	Superintendent.	Staff directory, PTA/PTSO membership lists.	
2. The current status of women in educational administration in the district will be reported.	Study Committee.	Data and information generated throughout the implementation of objectives in first year.	
3. Current policies regarding professional development leave for staff will be reviewed to assure there is no discrimination on the basis of sex.		Copies of policy; data on individuals, funds and types of activities approved by the school district in last 3-4 years.	
4. Females currently in administration, and females in the district who aspire to administrative positions will be identified.	, in cooperation with Personnel Department staff.	Staff directory; survey form for all female staff in the district.	
5. This group will be surveyed to gather information on their perceptions of their professional development needs.	Selected Study Committee Members.		
6. The findings from the survey will be reported to the Superintendent,	Chair of Study Committee.	Survey results.	

Objective XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

Activity	Person	Materials	Evaluation
6. (Continued) the Board of Education, and local EA-FT (union) officers.			
7. Based on the survey, the professional development needs which can be satisfied through inservice training and internship within the district will be identified.	Study Committee, in cooperation with selected central administrators.	, in addition information on current resources and funds for professional development of staff at the local and intermediate level.	
8. Based on the survey, the professional development needs which can only be met through post graduate classes and academic training will be identified.			
9. A draft of a proposal for the ongoing professional development needs (in activity #7) will be developed and submitted to the Superintendent for review.	Study Committee, in cooperation with district's professional development council.	Outline/list of needs from activities #6 and #7.	
10. This proposal will be submitted to the administrative cabinet for their review and input.	Superintendent.	Copy of draft proposal.	
11. A second draft of a proposal for the ongoing professional development		Copy of draft proposal; written and verbal feedback from the	

Objective XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

Activity	Person	Materials	Evaluation
11. (Continued) of females in administration or aspiring to administrative positions will be submitted to the Study Committee for their review and input.		administrative cabinet.	
12. The final draft of the proposal will be presented to the Board of Education for their information.	Superintendent, in cooperation with Chair of the Study Committee.	Copy of second draft proposal; written and verbal feedback from members of the Study Committee.	
13. The proposal will be implemented.		Copy of final proposal.	
14. A method for collecting information regarding calls for papers/presentations from state and national educational organizations, post graduate scholarships in educational administration, ISD professional development programs, and other related opportunities for advanced training will be established.	Personnel Department staff.	Names, addresses and contacts with MCWEA, AASA, MASB, MASA, NASB and other resources which provide leadership and management training for educators.	
15. This information will be circulated on a regular basis to females in the district who currently hold or aspire to administrative positions.		Names and addresses of the group identified through activity #4.	

Objective XII: The _____ Public Schools will develop and adopt a formal plan which is designed to develop leadership skills and provide professional administrative experiences for females in the school district.

Activity	Person	Materials	Evaluation
16. The professional development activities of the group identified in activity #4 will be summarized and evaluated annually.	Designated representative of the Superintendent, in cooperation with the group of women.	Summary and evaluation forms.	
17. Recommendations for further professional development will be made to the Superintendent as a result of the annual evaluation.	Females who participate in the professional development activities.	Returned summary and evaluation forms.	The district will prepare a document which outlines the type of activities, scheduled dates and projected audiences for the professional development program. Participant evaluations from each activity will be conducted and kept on file in the central office. Recommendations for other professional development activities will be filed in the Superintendent's office.
	PROJECTED TIME:	8 months, then ongoing	

Objective XIII: The _____ Public Schools will work with the Michigan Association of Athletic Directors and the Michigan High School Athletic Association to develop opportunities for women to seek and fill positions as athletic directors at the local level.

Activity	Person	Materials	Evaluation
1. Females in the school district who are interested in seeking positions as athletic directors will be identified.	Personnel Department staff.	List of female coaches in the district; survey form for other female staff.	
2. Information on the development of leadership qualities among young women as they are related to female participation in athletics will be gathered and circulated to appropriate staff in the school district.	Designated representative of the Superintendent, in cooperation with library staff.	Bibliographies; ERIC searches.	
3. The President of the Michigan Association of Athletic Directors (MAAD) and MHSAA will be contacted for information regarding the purpose and functions of the organizations.	Asst. Superintendent.	-	
4. The intent of Objective XIII will be communicated to MAAD and MHSAA officers.		Copy of Objective XIII.	
5. MAAD and MHSAA will notify the school district of any athletic director openings in the state of Michigan.	MAAD and MHSAA Officers.	MAAD and MHSAA lists of job information and openings.	

Objective XIII: The _____ Public Schools will work with the Michigan Association of Athletic Directors and the Michigan High School Athletic Association to develop opportunities for women to seek and fill positions as athletic directors at the local level.

Activity	Person	Materials	Evaluation
6. This information will be circulated to interested female candidates in the school district (see activity #1).	Personnel Department staff.	↓ , in addition list of interested female candidates in the school district.	
7. An evaluation of the usefulness of cooperating with MAAD and MHSAA and the response of interested females to MHSAA and MAAD job information will be conducted.	Assistant Superintendent, in cooperation with interested female candidates in the district.	File of correspondence and information exchanged between MHSAA, MAAD and the school district.	
8. Recommendations for continued involvement with MHSAA and MAAD to implement Objective XIII will be made.	Superintendent.	Evaluative information from activity #7.	A list of the recommendations for continued involvement with MAAD and MHSAA will be forwarded to these organizations. A summary of yearly activities involving MAAD, MHSAA and the school district will be prepared by the Superintendent's Office and kept on file.
	PROJECTED TIME:	6 months	

Objective XIV: The _____ Public Schools will work cooperatively with the local EA-FT (union) to initiate and support the efforts of the union to provide leadership opportunities and internships for women in their organizations.

Activity	Person	Materials	Evaluation
1. State and national union efforts/projects to promote leadership opportunities for union women will be identified.	Designated representative of the Superintendent, in cooperation with Director of Michigan Coalition of Labor Union Women (CLUW), MEA and MFT representatives.	List of names, addresses and contacts in union-related organizations.	
2. Representatives from these state and national union efforts/projects will be invited to present an overview of their programs to interest staff in the district.	Superintendent, in cooperation with EA-FT President.	School calendar.	
3. Additional information on grants, pilot programs and state/federal sources to fund an internship program for union women will be gathered.	EA-FT President.	Program/project descriptions from CLUW, WEEA, MEA, MFT, etc.	
4. A study committee composed of EA-FT members will be appointed to review this information.		List of local union membership.	
5. A draft of a proposal to develop an internship program for union women in the school district will be developed and submitted to the Superintendent.	Chair of EA-FT Study Committee, in cooperation with EA-FT President.	Information gathered in activities #2 and #3.	

Objective XIV: The _____ Public Schools will work cooperatively with the local EA-FT (union) to initiate and support the efforts of the union to provide leadership opportunities and internships for women in their organizations.

Activity	Person	Materials	Evaluation
6. The draft proposal of the union will be presented to the administrative cabinet members for their review and input.	Superintendent, or designated representative.	Copy of draft proposal.	
7. The draft proposal of the union will be presented to the Board of Education for their review and input			
8. A second draft of the proposal will be presented to the EA-FT (union).		Copy of draft proposal; written and verbal feedback from school administrators and Board of Education.	
9. A final proposal to develop an internship program for union women in the school district will be submitted to appropriate state/federal sources for funding.	EA-FT President, in cooperation with the Superintendent.	Copy of second draft proposal; written and verbal feedback from local EA-FT membership.	A file of all correspondence and activity related to developing an internship program for EA-FT women will be maintained in the Office of the Superintendent. The history of this activity will form the basis for a presentation at one of the professional development sessions sponsored by MASA on MASB.
10. Periodic reports on the status of the internship proposal will be prepared for the Board of Education and the EA-FT (union).	Superintendent, or designated representative, in cooperation with EA-FT President.		
	PROJECTED TIME:	1 year	

Section G

PROFESSIONAL DEVELOPMENT

OBJECTIVE XV: The _____ Public Schools will increase the awareness of building principals and central office administrators concerning the issue of women in educational administration.

OBJECTIVE XVI: The _____ Public Schools will identify and support the participation of female staff in professional development activities which will prepare them to assume administrative positions in the school district.

OBJECTIVE XVII: The _____ Public Schools will seek the financial support and organizational approval of the EA-FT (union) to extend professional development opportunities to women who aspire to positions in educational administration.

Objective XV: The _____ Public Schools will increase the awareness of building principals and central office administrators concerning the issue of women in educational administration.

Activity	Person	Materials	Evaluation
1. An overview of the Michigan Model adopted by the school district will be presented to central and building administrators at one of their regularly scheduled meetings.	Superintendent.	Copy of Michigan Model objectives adopted by the school district.	
2. Suggestions for further professional development programs for administrators will be submitted to the Superintendent.	Central and building administrators.	-	
3. Suggestions from administrators will be discussed with consultants/trainers from outside the school district.	Superintendent, or designated representative.	Written, verbal comments from building and central administrators.	
4. A proposal for a series of professional development programs for administrators on the issue of women in educational administration will be submitted, including the goal and objectives of each program.	Consultants, trainers from outside the district, in cooperation with selected district staff.	School calendar; building calendars; models of similar in-service programs presented in other school districts.	
5. The proposal will be acted upon.	Superintendent.	Copy of proposal.	

Objective XV: The _____ Public Schools will increase the awareness of building principals and central office administrators concerning the issue of women in educational administration.

Activity	Person	Materials	Evaluation
6. Consultants, trainers for each of the professional development programs will be selected.		Names of possible consultants and trainers; addresses.	
7. Evaluation designs for each of the professional development programs will be submitted.	Selected district staff in cooperation with consultants, and trainers.	Goal and objectives of each proposed program.	
8. Professional development programs will be conducted and evaluated.		Evaluation forms; all support materials, including handouts and audio visual materials.	
9. Recommendations for further professional development will be made.		Summaries of participant evaluations	An overview of the proposed professional development programs for central and building administrators will be described in detail in an internal memorandum to administrators. A summary of Objective XV, when completed, will be presented to the Board of Education for their information.
	PROJECTED TIME:	2 months, then ongoing	

Objective XVI: The _____ Public Schools will identify and support the participation of female staff in professional development activities which will prepare them to assume administrative positions in the school district.

Activity	Person	Materials	Evaluation
1. Educational organizations, associations and agencies which regularly hold professional development programs as part of their state or national conference will be identified.	Professional Development Office Staff.	List and addresses of state and national educational groups.	
2. Nearby community colleges and four year universities which offer post graduate classes in educational administration will be identified.		-	
3. Those groups and educational institutions identified in activities #1 and #2 will be contacted and asked to be put on the district's mailing list to receive all information related to professional development programs in educational administration.	Office of the Superintendent.	Making list and addresses; letter of request for information.	
4. Information gathered in activity # 3 will be circulated to all interested female staff in the district (see Objective XII, activity #4).	Professional Development Office Staff.	Names of interested female staff in district.	
5. Female staff who take part in these and other professional development activities will notify the	Participating female staff.	-	

Objective XVI: The _____ Public Schools will identify and support the participation of female staff in professional development activities which will prepare them to assume administrative positions in the school district.

Activity	Person	Materials	Evaluation
5. (Continued) central office of their participation.			
6. Female staff who take part in these professional development activities will prepare and submit to the central office a brief summary of their involvement/participation.		-	
7. Information prepared in activity #6 will be circulated through district and building newsletters (if appropriate).	Asst. Superintendent.	Summaries submitted to the central office.	
8. Information prepared in activity #6 will be circulated to the local media (if appropriate).			
9. Female staff who received professional development program information from the school district will be surveyed to assess the usefulness of providing such information.	Professional Development office staff.	Survey/evaluation form; list of interested females.	

Objective XVI: The _____ Public Schools will identify and support the participation of female staff in professional development activities which will prepare them to assume administrative positions in the school district.

Activity	Person	Materials	Evaluation
10. Recommendations on continuing to collect and circulate such information will be made to the Superintendent.		Returned survey/ evaluation forms; summaries of involvement from female staff.	The Office of Professional Development will maintain a file of information regularly circulated to interested female staff. Recommendations based on an evaluation of Objective XVI will be circulated to identified female staff in the district and sent to the Superintendent for formal action.
	PROJECTED TIME:	1 month, then ongoing	

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Objective XVII: The _____ Public Schools will seek the financial support and organizational approval of the EA-FT (union) to extend professional development opportunities to women who aspire to positions in educational administration.

Activity	Person	Materials	Evaluation
1. Interested female staff (identified in Objective XII, activity #4) perceptions of professional development activities which would support their candidacy for educational administrative positions will be reviewed.	Office of Professional Development staff.	Information collected in Objective XII, activity #6.	
2. Results from this survey will be presented to the Superintendent for information.			
3. Based on the results of the survey, professional development needs which require financial support, leaves of absence from the district or other special considerations will be identified.			
4. Conditions or considerations in support of the professional development needs of female staff will be discussed with EA-FT (union) Officers.	Superintendent, or designated representative.	List of conditions which EA-FT (union) can affect through negotiation or membership vote.	
5. Conditions or considerations in support of the professional development needs of female staff will be discussed with central administrators.	EA-FT (union) Officer, in cooperation with selected staff in district.	List of conditions for which the Superintendent or Board has authority.	

Objective XVII: The _____ Public Schools will seek the financial support and organizational approval of the EA-FT (union) to extend professional development opportunities to women who aspire to positions in educational administration.

Activity	Person	Materials	Evaluation
6. A proposal for the establishment of professional development scholarships funded by the EA-FT for district female staff who aspire to positions in educational administration will be developed and presented to the EA-FT Council.	EA-FT (union) Officer.	Summary of assessment findings from activity #1; written and verbal feedback from discussions in activities #4 and #5.	
7. Using established procedure the EA-FT (union) will formally act on the scholarship proposal.	EA-FT (union) President.	Copy of proposal.	
8. EA-FT (union) action on the proposal will be communicated to the membership and the central administration.		Minutes from EA-FT (union) representative council meeting or tally of votes.	
9. Female staff who receive professional development scholarships will be identified to the Superintendent.	EA-FT (union) Officer.	Scholarship application files.	
10. Announcement of the scholarship fund, scholarship recepients', and the recepients involvement in a professional development activity will be made to all district staff and the community at large	Superintendent, or designated representative.	Information submitted by the EA-FT (union).	

Objective XVII: The _____ Public Schools will seek the financial support and organizational approval of the EA-FT (union) to extend professional development opportunities to women who aspire to positions in educational administration.

Activity	Person	Materials	Evaluation
11. An evaluation of the scholarship program will be conducted.	Chair of the EA-FT (union) Council.	Scholarship application files.	
12. Recommendations for the continuation of the scholarship program will be made to the EA-FT (union) Council.	EA-FT (union) President.	Data, information and findings from the evaluation conducted in activity #11.	The Office of the Superintendent will maintain a file of all correspondence, publicity and meetings related to Objective XVIII. A copy of the scholarship proposal will also remain on file in the Office of the Superintendent for information.
	PROJECTED TIME:	4 months, then ongoing	

Section H

PROMOTION/EVALUATION

OBJECTIVE XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

OBJECTIVE XIX: The _____ Public Schools will identify and adopt nondiscriminatory guidelines for the assignment of extra duties to all staff.

Objective XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

Activity	Person	Materials	Evaluation
1. An Evaluation Committee, composed of a cross section of administrators and teachers from elementary and secondary levels, will be appointed.	Superintendent or designated representative.	Staff directory.	
2. Existing procedures for evaluating school administrators will be identified, including checklists, instruments or survey forms used as part of this evaluation.	Personnel Dept. staff, in cooperation with the Superintendent.	Copies of Personnel Dept. policies and practices which relate to the evaluation of school administrators.	
3. A five year summary of the dates and individuals who have been included in the administrative evaluation procedure will be prepared.		Personnel files or documents of administrators in the district from 1976-81.	
4. Information collected in activity #2 and #3 will be assessed to identify any bias which appears to have (or might) affect the evaluation procedure for administrators.		Evaluation instruments; summary data from the five year period.	
5. Recommendations or suggested changes in the evaluation procedure which would eliminate bias will be made.		-	

Objective XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

Activity	Person	Materials	Evaluation
6. Information and recommendations in activities #4 and #5 will be forwarded to the Evaluation Committee and the Office for Sex Equity prior to the implementation of Objective XVIII.		Five year data summary; copy of current personnel policies and practices related to administrator evaluation.	
7. A date, time and location will be established for a meeting of the Evaluation Committee.	Superintendent, in cooperation with O/SEE.	School calendar.	
8. The task of the Evaluation Committee will be defined and presented to the Evaluation Committee at this meeting.	Office for Sex Equity staff.	Copy of Objective XVIII	
9. Objective criteria on which school administrators will be evaluated will be identified.	Evaluation Committee.	Administration evaluation models used in other school districts; identified procedures and instruments used currently in the district.	
10. Based on these criteria, a method of gathering information or measuring each criterion will be designed.		-	
11. Administrators who will be evaluated, and staff who will act as evaluators		Staff directory, or list of personnel categories for all staff.	

Objective XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

Activity	Person	Materials	Evaluation
11. (Continued) will be identified.			
12. Timelines for the administration of the evaluation procedure will be proposed.		-	
13. Based on the decisions made in activities #9-12, a draft of a proposal for the evaluation of school administrators will be presented to the administrative cabinet for review and input.	Office for Sex Equity staff, in cooperation with selected members of the Evaluation Committee.	Meeting notes and MBO activities from the Evaluation Committee.	
14. A final proposal for the evaluation of school administrators will be presented to the Board of Education for their information.	Superintendent.	Copy of draft proposal; written and verbal comments from administrative cabinet members.	
15. The final proposal will be circulated to all school administrators for their information.		Copy of final proposal for administrator evaluation, including evaluation criteria.	
16. Evaluations of administrators will be conducted on an ongoing basis.	Superintendent, in cooperation with Personnel Department staff.		

Objective XVIII: The _____ Public Schools will use a management by objective (MBO) approach to identify and adopt objective criteria on which the performance review of all administrative staff will be based.

Activity	Person	Materials	Evaluation
17. Evaluation findings will be discussed with each administrator.	Superintendent, or designated representative.	Information and perceptual data collected in written form.	
18. The evaluation procedure will be assessed and revised, if necessary, at the end of two years.	↓, in cooperation with Evaluation Committee.	-	The procedure for evaluating administrators, including instruments or checklists which are designed to gather data, will be kept on file in the Personnel Office. Administrators hired by the district after the adoption of this procedure will receive an overview of this procedure as part of their "orientation" program to the district. The Personnel Officer will maintain records which note the date and findings of the evaluations of each administrator. A file including recommendations and information on existing evaluation procedures for administrators will be kept in the Superintendent's office.
	PROJECTED TIME:	5 months, then ongoing	

Objective XIX: The _____ Public Schools will identify and adopt nondiscriminatory guidelines for the assignment of extra duties to all staff.

Activity	Person	Materials	Evaluation
1. All staff who currently are assigned extra duties will be identified by building.	Superintendent, in cooperation with building principals.	List of duties (by building).	
2. Those staff will be surveyed to assess the type, the scope and compensation for duties they are expected to perform.	Building principals.	List of staff who assume duties (by building).	
3. A summary of the information collected in activity #2 will be prepared.	Asst. Superintendent.	Results of survey.	
4. A small core of building principals will be appointed to implement Objective XIX.	Asst. Superintendent.	-	
5. An assessment of the summary data will be made, to determine differences in duties and compensation for duties (if any) among male and female staff.	Appointed core of building principals.	Table of data by sex, type of duty and compensation (by building).	
6. Recommendations for clarification of policy, guidelines for the assignment of extra duties and other administrative interventions will be presented to the administrative cabinet for their review and input.	Selected building principal from the appointed core group.		

Objective XIX: The _____ Public Schools will identify and adopt nondiscriminatory guidelines for the assignment of extra duties to all staff.

Activity	Person	Materials	Evaluation
7. Changes in policy, guidelines, and other administrative directives related to the assignment of extra duties to staff will be communicated by memorandum to building principals and circulated to all staff through building newsletters.	Superintendent.	Written recommendations; written and verbal comments from administrative cabinet members.	
8. In the middle of the next school year, data on the type, scope and compensation for extra duties among all school staff will be again collected.	Superintendent, in cooperation with building principals.	Survey forms; list of staff who assume extra duties.	
9. Data from activities #8 and #15 will be compared to evaluate the effects of changes made through Objective XIX.	Superintendent.	Information from activity #8 and #15.	Policy changes, guidelines and other changes made to assure the nondiscriminatory assignment of duties of staff will be presented to the Board of Education for their information.
	PROJECTED TIME:	2 months, then ongoing	

APPENDIX A

LIST OF PARTICIPANTS
WHO DEVELOPED THE MICHIGAN MODEL

THE MICHIGAN MODEL PILOT:
WOMEN IN EDUCATIONAL ADMINISTRATION
DEVELOPERS

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APPENDIX B

EVALUATION DESIGN AND INSTRUMENTS

Evaluation Abstract

The evaluation of the Michigan Model is composed of a cognitive and a perceptual component. For each component an instrument has been developed to collect information which, when assessed, will measure the effectiveness of using the Michigan Model as a means of increasing the number of women in educational administrative positions.

Descriptions of the instruments and a proposed sampling design for each instrument are outlined in the chart below.

EVALUATION INSTRUMENTS

Description	Proposed Sampling Design	Proposed Timetable
Instrument A: A data collection sheet which records and compares annually the number of males and females who have been candidates for administrative positions and the number of males and females currently in administrative positions.	Data are collected in eight administrative categories.	September of each school year, for three years.
Instrument B: A survey form which records staff perceptions of individual and institutional activities directed to increasing the number of women in administrative positions.	Random sampling of 60% of the entire administrative and teaching staff, excluding noncertified personnel.	Mid May of each school year, for three continued years.

INSTRUMENT A-1

Males and Females in Administrative Positions

_____
(School Year)

Administrative Category	CURRENT POSITIONS Male (N)	CURRENT POSITIONS Female (N)	OPENINGS (N)	CANDIDATES Male (N)	CANDIDATES Female (N)
Superintendent					
Asst. Superintendent					
Secondary Principal					
Asst. Secondary Principal					
Elementary Principal					
Asst. Elementary Principal					
Directors (list titles below)					
Other Administrative Staff (list titles below)					
TOTALS					

INSTRUMENT A-2

Comparison of the Distribution of Males and Females
in Administrative Positions:

_____ from _____
(School Year) (School Year)

Admin. Category	FIRST SCHOOL YEAR Male (%)	FIRST SCHOOL YEAR Female (%)	SECOND SCHOOL YEAR Male (%)	SECOND SCHOOL YEAR Female (%)	THIRD SCHOOL YEAR Male (%)	THIRD SCHOOL YEAR Female (%)
Superintendent						
Asst. Superintendent						
Secondary Principal						
Asst. Sec. Principal						
Elementary Principal						
Asst. El. Principal						
Directors (list titles below)						
Other Administrative Staff (list titles below)						
TOTALS						

INSTRUMENT B

To the Respondent:

This survey is being conducted among a sampling of staff in the _____ Public Schools. Your name has been drawn randomly from the staff directory. The _____ Public Schools has committed itself to actively addressing the issue of women in educational administration for the last _____ year(s).

This survey is designed to record your ideas and opinions on this issue. It is not a test. There are no right or wrong answers. Please take a few moments to fill out the survey. It is not necessary to sign the survey, though you may identify yourself if you wish.

Please return this form to (individual) within one week. If you have questions about the survey, please contact (individual) at (telephone number).

Thank you for your cooperation.

Sincerely,

Superintendent

INSTRUMENT B

1. How long have you been an employee of the _____ Public Schools?

( ) 1-3 years ( ) 7-10 years
( ) 4-6 years ( ) more than 10 years

2. What is your current responsibility in the school district?

( ) Central administrator ( ) Asst. Principal-Elementary
( ) Principal-Secondary ( ) Teaching-Sec. Level
( ) Asst. Principal-Sec. ( ) Teaching-El. Level
( ) Principal-Elementary ( ) Other (please identify)

_____

3. Are you aware of any policy which has been formally adopted in the school district which supports the candidacy of women in administrative positions?

( ) Yes ( ) No

4. Are you aware of any specific plans or objectives which have been formally adopted by the school district to increase the number of women in administrative positions?

( ) Yes ( ) No

5. Have you read about the district's efforts to increase the number of women in administrative positions?

( ) Yes ( ) No

5a. If yes, where did you become aware of this in your reading?

_____

_____

6. Are you aware of any activity at the building level which addresses the issue of women in administrative positions?

( ) Yes ( ) No

6a. If yes, please describe this building activity.

_____

_____

7. Are you aware of any activity at the central administrative office level which addresses the issue of women in administrative positions?

( ) Yes ( ) No

7a. If yes, please describe this central office activity.

_____

_____

8. To your knowledge has the school district offered any professional development programs or opportunities for women who are interested in seeking positions in educational administration?

( ) Yes ( ) No

9. On a scale of 1-5, how important is it that the issue of women in educational administration be addressed in this school district?

1	2	3	4	5
Extremely Unimportant		Important		Extremely Important

10. Are there any comments or opinions you have on this issue as it relates to the _____ Public Schools?

_____

_____

_____

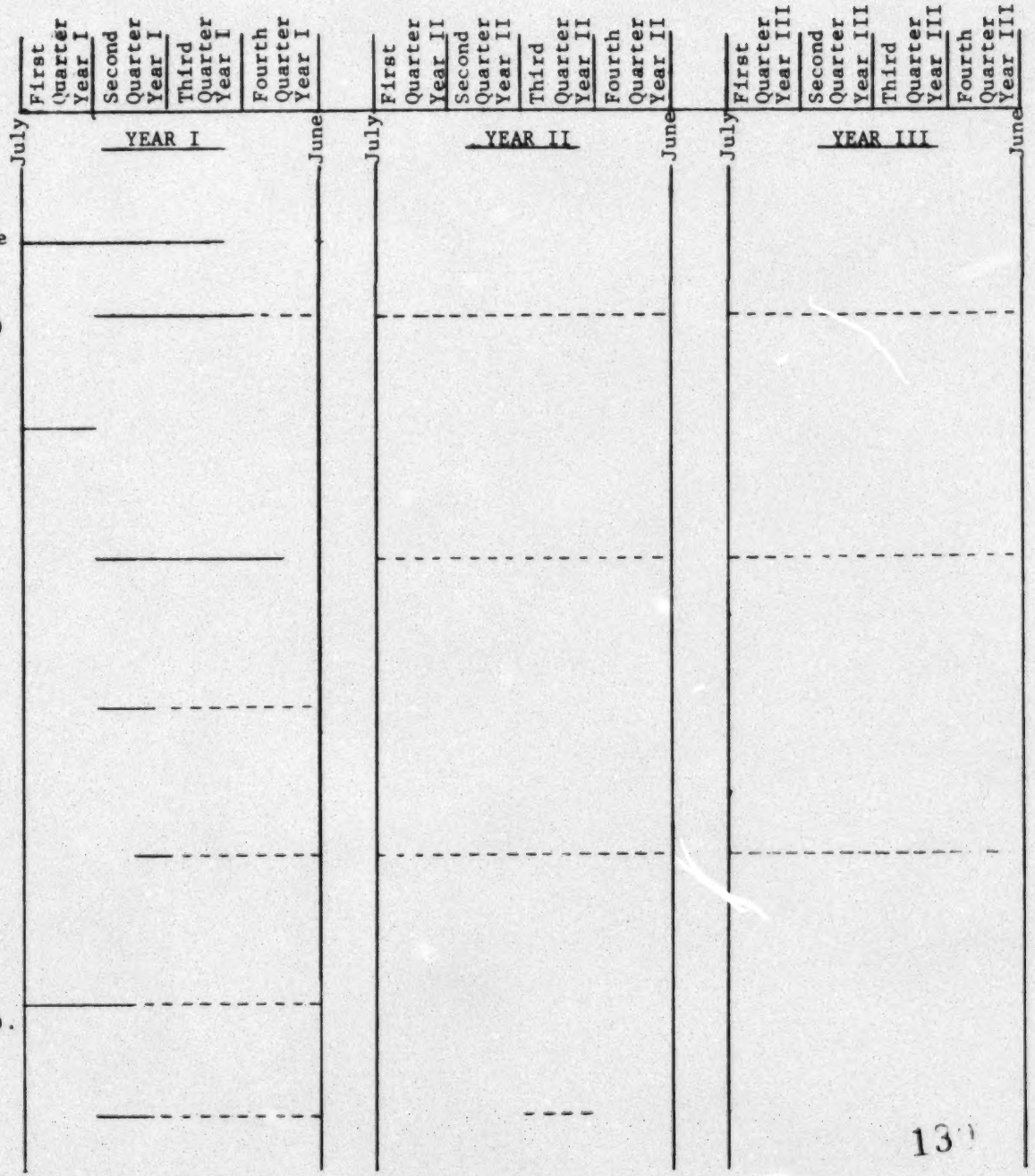
Please return this form by (date) to (individual) at (address). Thank you.

APPENDIX C

Three Year Implementation Plan

OBJECTIVES

YEAR 1


First Quarter Year I
Second Quarter Year I
Third Quarter Year I
Fourth Quarter Year I
First Quarter Year II
Second Quarter Year II
Third Quarter Year II
Fourth Quarter Year II
First Quarter Year III
Second Quarter Year III
Third Quarter Year III
Fourth Quarter Year III
July
YEAR I
June
July
YEAR II
June
July
YEAR III
June
Adopt, in whole or in part, the Michigan Model to increase the number of women in educational administrative positions at the local level (#5).
Conduct Title IX self evaluation (#8)
Adopt policy on sex equity which is supportive of women in educational administration (#1).
Develop and adopt formal plan to develop leadership skills and professional development experiences for females (#12).
Increase awareness of principals and central office administrators concerning the issue of women in educational administration (#15).
Identify and support participation of female staff in professional development activities which prepare them for administrative roles (#16).
Develop and adopt plan whereby principals and directors inform the community about sex equity issues (#4).
Identify and adopt nondiscriminatory guidelines for the assignment of extra duties to all staff (#19)

OBJECTIVES

YEAR 2

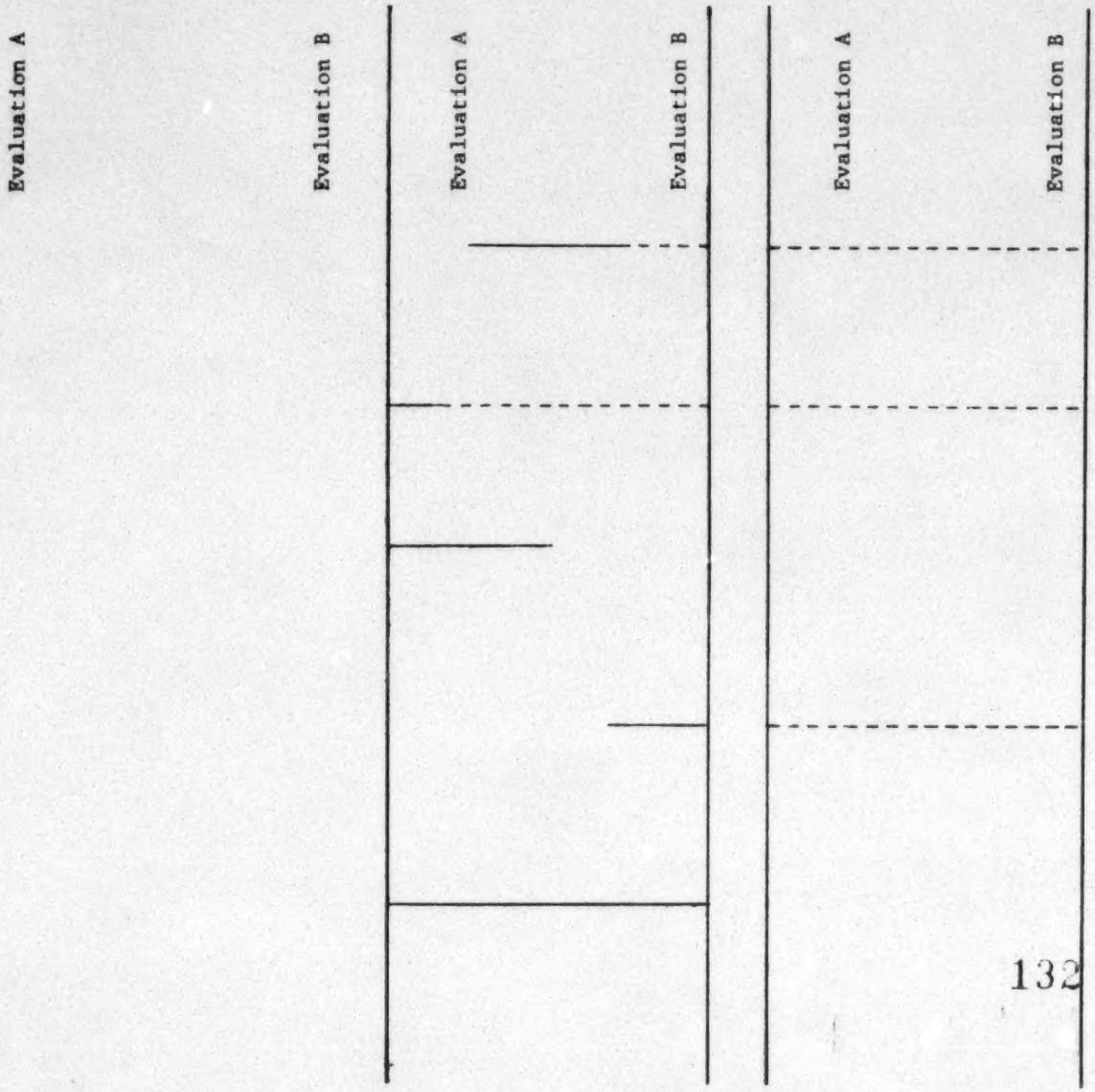
Work cooperatively with MCWEA to support their efforts to increase visibility of female administrators (#10).

Develop and implement a means of ongoing communication with the press and local media (#3).

Work with MAAD and MHSAA to seek and fill positions as female athletic directors (#13).

Seek financial support and approval of EA-FT (union) to extend professional development opportunities to women who aspire to administrative positions (#17).

Work with local EA-FT (union) to initiate and support their efforts to provide leadership opportunities and internships for women in their organization (#14).



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OBJECTIVES

YEAR 3

Support efforts of community organizations to adopt nondiscriminatory membership policies (#2).

Develop network of professional women in business, education and industry (#9).

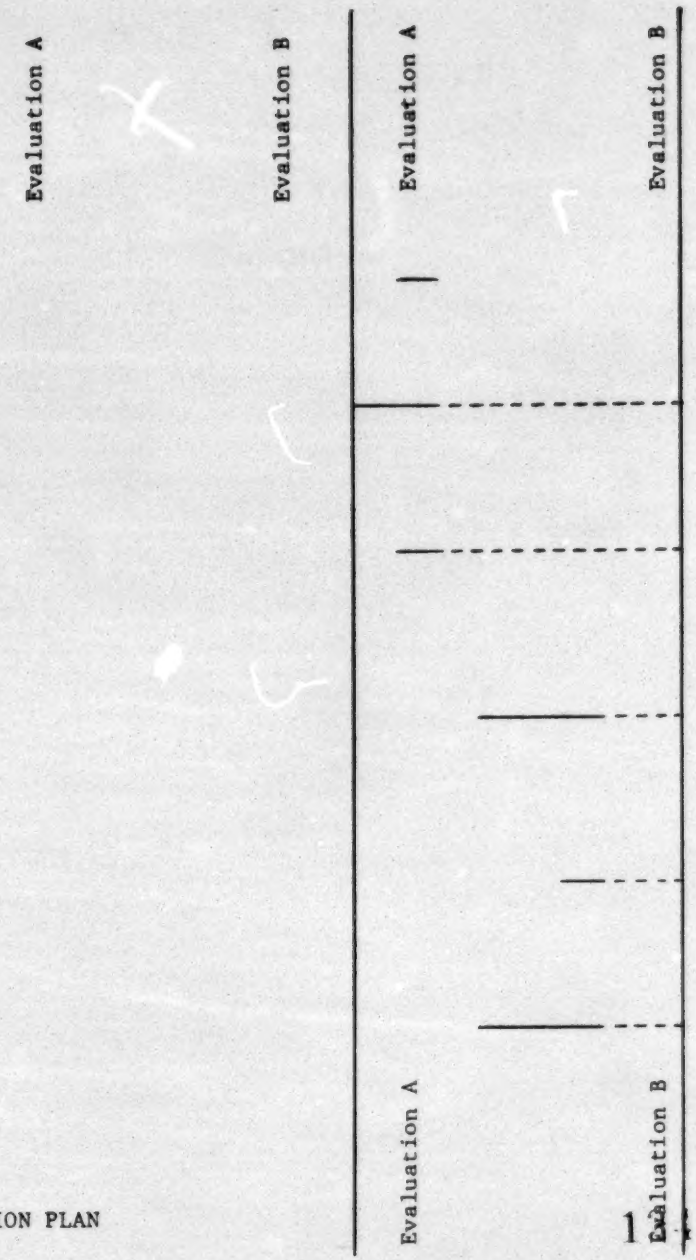
Make visible women in educational administrative positions to the staff and the community at large (#11).

Establish numerical goals for all administrative categories to equalize males and females (#6).

Seek to hire a qualified female for vacancy in superintendency position (#7).

Use MBO approach to identify and adopt objective criteria for the performance review of all administrative staff (#18).

------ ongoing activity



THREE YEAR IMPLEMENTATION PLAN

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.